LIFE SATISFACTION AMONG TEACHER EDUCATORS IN RELATION TO SELF-ESTEEM AND ORGANISATIONAL CLIMATE

Synopsis of The Thesis

Submitted By

Jitendra Devi

(Registration Number: AU22EDPHD0083)

Under the Supervision of

Dr. Narbada Devi

In the Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

FACULTY OF EDUCATION

BASIC SCIENCES & HUMANITIES

ABHILASHI UNIVERSITY

CHAILCHOWK, MANDI (H.P.) – 175045

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DECLARATION

I hereby declare that the thesis entitled "**Life Satisfaction Among Teacher Educators in Relation to Self-Esteem and Organisational Climate**" to be submitted for the partial fulfilment of the degree of doctor of philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship of fellowship of similar other title, it has not been submitted to any other university or institution for the award of any degree or diploma

Place: Chailchouk

Date: April 2024

Signature of the Scholar:

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Place: Chailchouk

Date: April 2024

Signature of the Supervision:

Name of Supervision:
Dr Narbada Devi

CERTIFICATE

This is to certify that, the thesis titled "**Life Satisfaction Among Teacher Educators in Relation to Self-Esteem and Organisational Climate**" is original piece of work done by Jitendra Devi under my supervision for the degree of Doctor of Philosophy in Abhilashi University, Chail Chowk, Mandi, Himachal Pradesh. I also certify that work has not been submitted to any other university or institution for the award of any degree, diploma or Ph.D.

Place: Chailchowk

Date: April 2024.

Signature of the Supervisor :

Name of Supervisor : Dr. Mamta Devi

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INTRODUCTION

Teacher's happiness and effectiveness in the field of education are vital to the learner's success and overall health of schools. This chapter hopes to give an overview about what will be covered on job satisfaction, self-concept, and climate in schools. The purpose of this research work is to highlight the most important topics upon which the study will be carried out. Understanding the background of this study would provide an insight into why this research topic is important as a whole concept. The chapter will set up ground for literature review that follows and methodology for research.

Life satisfaction goes beyond just being happy with one's life, but involves evaluating one's life with regards to personal benchmarks that have been internally set. Self-worth is identified as one of the key components that impact on the professional and personal lives of teachers because it affects how effective they are, their wellbeing ,and resilience in facing challenges within their profession. Through investigating what shapes teachers' self-esteem, we reveal that support networks and recognition play a significant role in generating feelings of value among instructors.

Life Satisfaction

Life satisfaction is a cognitive process where individuals are most likely to evaluate their lives through self-imposed criteria. In this evaluation, one would compare his or her present life with what they have established for themselves and not with what others have imposed on them (Xu et al., 2021). It's the point where reality meets expectations above or below, and it's happiness.

Life satisfaction is when people assess their lives positively about their standards of living which are known as self-constructed criteria. Life satisfaction should be all-encompassing giving a holistic view of life rather than being domain-specific (Karakose, Yuri & Papadakis, 2021). Thus, being satisfied with work does not necessarily mean being satisfied with life in general. While job satisfaction may increase overall satisfaction levels, it cannot substitute for them. The various domains that sum up life consist of income, occupation, social status, available opportunities, welfare conditions, government policies, environment, family, and social relationships. Scholars say that this concept is dynamic since it is influenced by both current situations and personal benchmarks. This idea is intricate and changes with time and experience.

Factors Affecting Life Satisfaction Among Teachers

A lot of factors determine whether teachers are happy with their lives and are getting their life satisfaction; these factors can be categorized into workplace conditions, self-confidence, and emotional state. One important aspect of job satisfaction is that it correlates closely to overall life satisfaction and burnout significantly reduces it. Further, some of the main determinants include how teachers perceive their accomplishments as well as institutional support for such (Kardas et al., 2019). Inappropriately unbalanced work-life also affects life satisfaction because it may result in lower levels of contentment among teaching workers. High stressed and demanding relationships at the workplace lead to teacher's emotional exhaustion and depersonalization which remain major hindrances that undermine their overall life satisfaction.

Self-Esteem of Teachers

The self-esteem of teachers is crucial for their professional and private lives. As a result, it becomes an important research topic in educational psychology as it affects their health, job satisfaction, and general well-being. Teachers' health is significantly influenced by their self-esteem levels. Through job satisfaction, research asserts that high teacher-self-esteem improves health (Méndez et al., 2020). In consideration of this connection, the increase of self-esteem may enhance the welfare as well as the job performance of teachers particularly those working under high-pressure teaching situations. Otherwise, within the education sector among educators themselves there is a huge influence played by self-efficacy that has a direct link to self-assurance. The level of personal certitude that instructors possess on how effectively they can deal with classroom challenges defines what they believe about themselves as teachers. Teaching performance may be boosted or hindered by these value-motivations because they have a role in whether or not one can teach effectively. These values include openness to change and self-enhancement linked to higher efficacy beliefs which in turn are associated with increased contentment at work and decreased stress while working.

Factors Affecting the Self-Esteem of Teachers

Teachers' confidence is significantly influenced by their values, which then affects their self-esteem. According to some studies, teachers perceive themselves in terms of the belief in their competence to perform satisfactorily under professional demands and it is

strongly influenced by their self-efficacy. For example, Pereira et al., (2020) conducted a study on self-efficacy scale among teachers and found out that its values include conservation versus openness to change, self-transcendence versus self-enhancement. Besides, the workplace environment matters most. Supportive interactions together with a positive climate within the school can boost a teacher's self-esteem but unsupportive or toxic working conditions could lead to extremely low levels of it. In one instance, a study on factors at work affecting teacher well-being showed that high levels of belongingness and recognition for what they do increase teacher's self-confidence.

Educators and Organizational Climate

The educational leadership and management educators have a role in shaping the climate of an organization. Thus, such persons at the helm, like principals, who enhance collaboration, innovativeness and general morale determine school climate to a great extent. According to their study, this association demonstrates that through their leadership practices that promote teacher collaboration and facilitate innovation (Khun-inkeeree et al., 2021). For this reason, this forms a lasting school culture capable of making adjustments for improved academic results.

This is evident when considering how supportive teachers are and what is happening in the organizational climate within schools and universities. This results into job satisfaction as well as commitment by employees since there exists a supportive environment that regards professional growth of instructors. Consequently, these lead to more stable classrooms with higher productivity which are required for retention purposes thereby improving learners' performance

Factors Affecting Educators and Organizational Climate

Many factors that affect tutors and the climate of a school are intricate, intertwined with individual elements and systemic ones. Of these, school climate remains an important determinant for various educational results including students' learning and performance as well as teachers' wellbeing. The psychological and social aspects of a school environment known as school climate have immense impacts on student and teacher lives. Students who perceive their school climates positively tend to perform better academically while teachers feel more satisfied in their jobs (Prasad et al., 2020). Such aspects include mutual respect, support, and recognition within the community of scholars.

Scholars can only be effective when they learn how to manage stress by using good coping skills that influence their professional lives. For instance, when faced with difficult moments such as the Covid-19 pandemic, educators who used approach-coping strategies that involve taking charge or accepting the stressors they were experiencing reported better psychological health and reduced burnout compared to those relying on avoidant-coping strategies which involve withdrawing from the source of stress and had high levels of negative emotions as well as professional burnout.

REVIEW OF LITERATURE

Dey et al., (2012) indicated that Self-esteem was significantly higher in government teachers (F = 5.71, df = 1, P & lt; 0.02). In contrast, teacher type was also not statistically significant regarding self-esteem. Further, it was found that institutional types did not affect teachers' job satisfaction.

Moksnes and Espnes (2013), all boys have scored higher in self-esteem and life satisfaction than girls. The positive role of self-esteem in the determination of life satisfaction is proven. This role affects life satisfaction by 24%.

Cherabin et al., (2012) Teaching experience has emerged as an essential teaching method that leads to positive outcomes in the teaching profession. From the report given, it was observed that there was a significant difference between teaching experience concerning their self-esteem and the age of the faculty members. None of them were substantial differences in job satisfaction and organisational commitment. The test statistics revealed that teacher’s self-esteem, job satisfaction, and organisational commitment were mutually related Based on the results, it was stated that job satisfaction and organisational commitment were negatively associated with self-esteem. These are also valuable findings as one would find that these variables have not been tested before either jointly or independently.

Kvintova et al., (2017) A life Satisfaction Questionnaire, Rosenberg Self-Esteem Scale, and Sociodemographic questionnaires Also, the difference was made based on a life satisfaction questionnaire and self-esteem scale perceived by social media users, but related to a person's gender was also apparent. But study don't use an original data set to find the empirical data, but they use standardised research methods:

Kaur, H., (2018) There was a greater degree of teacher effectiveness among male educator professors, with fewer figures found in female mentors. Teacher effect was much higher among the science teacher educators, with humanities being average and commerce being the lowest in teacher effectiveness. The teacher effectiveness of urban educators was higher than that of the educators in the villages.

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Sarpkaya and Kirdök (2019), due to the research done, a direct link between satisfaction in personal job satisfaction and happiness of in-life teachers was found. In this link, the mediation role through self-esteem is also partly created.

Aktac and Cetinkaya (2019) stated that an experiment in this study performed a single linear regression and Pearson correlation to explore 'Professional self-esteem' and 'Life Satisfaction' while considering the science teacher candidates. The study came up only because when the research results were evaluated, it showed a positive relation between professional self-esteem and life satisfaction, which also had a statistically significant test for T-students. The student life satisfaction shows a moderate level of association.

Addimando, (2019) strongly confirms the existence of a direct correlation between self-efficacy and job satisfaction among Swiss teachers. This implies that Swiss educators' feelings about themselves being able to play a key role in their work contentment. However, unlike Lent & Browns Model or earlier works analysis shows that self-efficacy among educators may not directly impact workload perception Teachers' belief in what they think they can do will determine which activities they engage in, how hard they try when faced with obstacles; but may not relate directly to how heavy they perceive their workload to be.

Ortan, Simut & Simut., (2021) view it differently through their statement that it has been found to be an essential determinant of teachers' job satisfaction. However, low self-efficacy among teachers leads to stress-related symptoms such as heightened stress-arousal levels that may result in reduced occupational fulfillment plus difficulties encountered during instruction while high self-efficacy fosters better student perception through improved

classroom performance thereby increasing motivation and enthusiasm. For instance, institutional support can be one of the interventions aimed at maximizing the positive influence of self-efficacy on job dissatisfaction while consensus goals may be useful for improving teacher well-being along with retention. A few studies have noted that organizational commitment is positively associated with teacher job satisfaction, which is similar to other studies that observed a relationship between work-life balance and organizational commitment. Occupational contentment for the teachers who are committed in their teaching becomes heightened because they become more willing as well as effective in doing their duties thereby increasing the rate of retention within an enterprise. Such policies include supportive relationships fostered through good communication channels and training that result in building a positive school climate hence promoting organizational commitment.

Méndez et al., (2020), aimed at identifying burnout profiles among teachers to establish levels of depression and associated symptoms with a focus on self-esteem as a protective factor. Through latent class analysis, three distinct profiles emerged: high burnout, low burnout, and moderate burnout. A high rate of burnout was reported by 33.3% of teachers while this was followed by 27.6% who considered having more chances for developing a moderate level of that condition corroborating earlier findings showing the heightened vulnerability of educators towards burnout. Specifically high levels of exhaustion alongside personal guilt were seen amongst 18.3% of cases along with decreased performance, tiredness, and anger. Another study discovered high emotional exhaustion in 25.9% of teachers whereas depersonalization was observed among approximately 16.9 percent.

Méndez et al., (2020), further sought to investigate whether there were significant differences between depressive symptomatology and self-esteem across various burn-out profiles among teacher participants. The second group showed higher scores on SE compared with the first group which indicated interconnection between such two states for countering BOS just as it has been suggested elsewhere. Contrary to this, the first group reported higher scores on depressive symptomatology compared to group 2 and group 3 (moderate level of burnout). These findings, therefore, underscore the role of self-esteem-building interventions in relieving symptoms associated with burnout and depression, especially among teachers experiencing high and medium levels of burnout. In addition, they should address role ambiguity, increase social support and empathy, and develop emotional control skills as well

as job satisfaction and commitment. Furthermore, organizational measures such as reducing workloads, and improving time management skills, and motivation can reduce BOS while enhancing job satisfaction and productivity among individuals employed in the education sector.

Kacayi et al. (2020), variance analyses showed no significant difference between life satisfaction and self-esteem in terms of either gender or faculty. Still, a significant positive relationship between age and class level was universally present. Correlation analysis found a substantial and positive relationship between the two variables, subjects of the well-being themselves.

Toropova, Myrberg & Johansson, (2021) found a positive relationship between teachers' job satisfaction and their life satisfaction. In this respect, it is important to note that if they are satisfied in their jobs, teachers tend to be happier; move further along towards accomplishment of career goals, and show positive emotions more frequently. Being an essential predictor of numerous personal, psychological, and social outcomes, job contentment highlights its importance for enhancing teacher well-being and retention.

Madigan & Kim, (2021), showed that there exists a negative correlation between life and job satisfaction cannot go unnoticed. It can therefore be inferred from this point that higher levels of these variables are associated with each other reciprocally. For example if an individual experiences a raised level of professional happiness in his or her profession it can change how he or she feels about life generally due to achievements made from personal objectives. Furthermore, burnout is directly depicted as connected to both job satisfaction and life satisfaction by the model used.

Anser et al., (2021) examining burnout's connection to teachers' sense of job fulfillment have been limited as per literature the discovery suggests that job fulfillment can slightly mediate between burnout and quality of life hence underlining the potential role played by burnout in explaining why teachers have low levels of job (and overall) satisfaction which calls for its inclusion into any model deliberately designed to capture broadly well-being situation among teachers.

Ma et al., (2021), job satisfaction levels of teachers are primarily due to their self-efficacy in different domains like classroom management, subject reading, preparing work, and emotional control. This refers to the ability of a teacher to motivate students towards

learning, adapting teaching methods for learner engagement, encouraging critical thinking among students as well as ensuring that those who perform poorly actively participate in classroom activities. It also involves adopting other techniques of instruction specifically meant for weak learners. The level of participation increases when teachers believe that they have had positive results which include; students' outcomes and general school climate following their collaboration with the administration and colleagues in the schools. Job satisfaction and teacher well-being increase with high levels of value attached to one's worth.

Cayupe,J.C et al (2023). The same model also explicates how such factors affect directly or indirectly a teacher's job and life satisfaction by considering through Duffy and Lent (2006, 2008) that work-life balance determines one's contentment at work. As observed in the findings, teachers' job satisfaction is influenced by their self-efficacy, workload and also organizational commitment;the same aspects determine the general life satisfaction of this group. The research aids the understanding of the integrative model of job satisfaction by investigating how self-efficacy, workload, organizational commitment and life satisfaction are connected among primary school teachers within Peru

Marcionetti & Castelli, (2023), excessive workload is still identified as yet another reason causing low job satisfaction by teachers since greater demands reduce accountability for professional actions leading to increased emotional exhaustion Teachers' job dissatisfaction is negatively associated with workload in this study which is consistent with other research findings highlighting the negative impact of workload on well-being and job satisfaction. Excessive workloads generate stress that prevents teachers from being productive and effective when carrying out their duties therefore resulting to lower occupational fulfillment as well as possible burnout cases. Therefore, measures should be taken to reduce job loads and to align them with the possibilities for individual teachers so as to address workload issues.

TOLEDO and CAMPOS (2023), the results were shown of educators who worked with repayments and enrolled in various elective programs using different digital platforms. The rise in the number of subjects taught between classes, followed by a perception of weekly work hours, was visible.

Marcionetti and Castelli (2023) stated that the findings delineate the divergence of the variables concerning teacher fatigue and job satisfaction, as well as the personal

fulfilment of the educators. According to this study, the variables that express interest can be the dispositional optimism, social support, and perceived workload of the teachers; dispositional optimism, social support, and teacher self-efficacy can also contribute to the incentive of job satisfaction, whereas these variables, such as dispositional optimism, as well as burnout, and job satisfaction together have a direct relation to the overall life satisfaction of the teachers.

SIGNIFICANCE OF THE STUDY

There is an evident distinction between the general concept of "well-being" and the specialized domain of "occupational well-being." Well-being is a vast and fluid continuum underpinning individual, family, and community beliefs and values. It is intricately interwoven with cultural contexts, opportunities, and temporal dynamics. It is unique to each individual, multi-dimensional with an identity like no other that deserves recognition.

On the other hand, occupational well-being refers to the positive estimation of different aspects of one's job including affective responses, motivation or work effort exerted on the job, behavior patterns at work (performance), unobservable cognitive processes resulting in task performance outcomes as well as workers' psycho-somatic status. According to Xu et al., 2021). This type of well-being has a close relationship with job engagement and satisfaction in career choices.

Moreover, research on life satisfaction with regard to self-esteem amongst teacher educators by Kardas et al., (2019) might be significant in considering the role of organizational climate. Thus, this study will provide further information about how teachers feel about their wellbeing at a personal level and its correlation with job dissatisfaction. Once more, it has been established that for educators to have high self-esteem includes working conditions that are good leading to job satisfaction. For this reason, environments must be created where teacher educators who shape future teaching forces are valued in turn improving their self-worth and giving nice working circumstances.

Educators who guide prospective teaching force gain from situations where esteem needs are met regarding their value-dependent maturation inside pedagogical environments that foster growth in them. The knowledge base also outlines implications of this study for interventions and policies that aim at making the work life of teacher educators more productive and fulfilling leading to better student learning outcomes. This integration of

personal well-being into professional context does not only boost morale amongst teachers but also leads to a more committed and effective teaching force.

STATEMENT OF THE PROBLEM

"LIFE SATISFACTION AMONG TEACHER EDUCATORS IN RETATION TO SELF-ESTEEM AND ORGANIZATIONAL CLIMATE"

OBJECTIVES OF THE STUDY

1. To study the level of life satisfaction, self-esteem, and organizational climate among teacher educators.
2. To study the life satisfaction among teacher educators with regard to:

    i. Gender
    ii. Residential Background
    iii. Self-esteem

3. To study the interactional effect of the following variables with regard to life satisfaction among teacher educators:

    i. Gender and Residential Background
    ii. Gender and Self-esteem
    iii. Residential Background and Self-esteem
    iv. Gender, Residential Background and Self-esteem

4. To study the life satisfaction among teacher educators with respect to:

    i. Gender
    ii. Residential Background
    iii. Organizational climate

5. To study the interactional effect of the following variables with regard to the life satisfaction among teacher educators:

    i. Gender and Residential Background
    ii. Gender and Organizational climate

iii. Residential background and Organizational climate

iv. Gender, Residential background, and Organizational climate

6. To study the relationship between life satisfaction and self-esteem among teacher educators.
7. To study the relationship between life satisfaction and organizational climate among teacher educators.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in life satisfaction among teacher educators with regard to:
   (i) Gender
   (ii) Residential Background
   (iii) Self-esteem
2. There will be no significant interactional between following variables with regard to life satisfaction among teacher educators:
   (i) Gender and Residential Background
   (ii) Gender and Self-esteem
   (iii) Residential Background and Self-esteem
   (iv) Gender, Residential Background and Self-esteem
3. There will be no significant difference in life satisfaction among teacher educators with respect to:
   (i) Gender
   (ii) Residential Background
   (iii) Organizational climate
4. There will be no significant interactional between following variables with regard to the life satisfaction among teacher educators:
   (i) Gender and Residential Background
   (ii) Gender and Organizational climate
   (iii) Residential background and Organizational climate
   (iv) Gender, Residential background, and Organizational climate
5. There will be no significant relationship between life satisfaction and self-esteem among teacher educators.

6. There will be no significant relationship between life satisfaction and organizational climate among teacher educators.

DELIMITATION OF THE STUDY

1. The study will include only four districts (Kullu, Mandi, Bilaspur, and Kangra) of Himachal Pradesh

2. The investigation will be restricted to privately managed B.Ed. Colleges of Himachal Pradesh.

3. The study will include a sample of 300 teacher educators.

3. The study will be delimited to one dependent variable i.e. life satisfaction and independent variables namely, gender, residential background, self-esteem and organizational climate.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

Life-Satisfaction

Life satisfaction refers to how satisfied people are with their lives overall. This includes personal happiness and fulfillment, as seen through the eyes of teacher educators in both their professional and personal lives. It involves elements such as job satisfaction, work-life balance, and general well-being.

Self-Esteem

Self-esteem is a person's judgment about his or her value, skillfulness, or usefulness as an educator. This includes how they perceive themselves as teachers, trust in their skills and competence, and dignity while working in the school environment.

Organizational Climate

The term "organizational climate" refers to the general environment or setting of a workplace, especially in educational institutions. This takes into account the common beliefs, actions, and observations of people working in the organization, as well as leadership and communication philosophies, opportunities for teamwork, or general institutional cultural practices.

Teacher Educators

In the present study, teacher educators are those who are teaching in B.Ed. and D.El.Ed in privately managed in B.Ed. colleges of Himachal Pradesh.

RESEARCH METHODOLOGY

For conducting the present investigation the 'Descriptive Survey Method' of the research will be used.

SAMPLING

In the present study, multistage sampling procedure will be employed:

At the first stage, the researcher will select four districts out of 12 from Himachal Pradesh by employing the convenient sampling technique. These districts will be Kullu, Mandi. Bilaspur and Kangra. At the second stage, B.Ed colleges will be selected by using convenient sampling technique. At the third stage, the teacher educator teaching in B.Ed. colleges will be selected by employing incidental sampling techniques. On average, the researcher will try to include 300 to 350 teacher educators teaching either in B.Ed, D.El.Ed. courses.

VARIABLES OF THE STUDY:

To study the present investigation, the following variables will be considered dependent and independent variables:

Dependent Variable:

1. Life Satisfaction

Independent Variable:

1. Gender
2. Organizational Climate
3. Residential Background
4. Self-esteem

RESEARCH TOOL TO BE USED

For the collection of data in the present study, the investigator will use the following research tools:

Life Satisfaction scale by Sapna Sharma and Savitri Sharma (2022).

• Self-esteem Scale by Santosh Dhar and Upinder Dhar (March 2019).

• Organizational climate Scale by Somnath Chattopadhyay and K.G Agarwal (2011).

STATISTICAL TECHNIQUES TO BE USED

In order to achieve the objective of the present study, different types of statistical technique will be employed. To check the normality of the data, certain descriptive statistics like Mean, Median, Mode, Kurtosis and Skewness will be calculated on Life Satisfaction Score, self-concept and organizational climate score. To study the impact of gender, residential background, self esteem and organizational climate on life satisfaction among teacher educators the statistical techniques of analysis of variance (Two Way) will be employed.

To study the relationship between life satisfaction, self esteem and organizational climate, the Product Moment Correlation by Karl Pearson will be employed.

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